

Tracking Student's Learning through Comprehensive Enhancement of Assessment Literacy

QSIP CEAL Sharing Session

Shamshuipo Kaifong Welfare Association Primary School

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Shamshuipo Kaifong Welfare Association Primary School



1. Type of School

Subsidized primary school
established in 1964

2. Facilities

12 classrooms · 1 school hall, 1
playground,

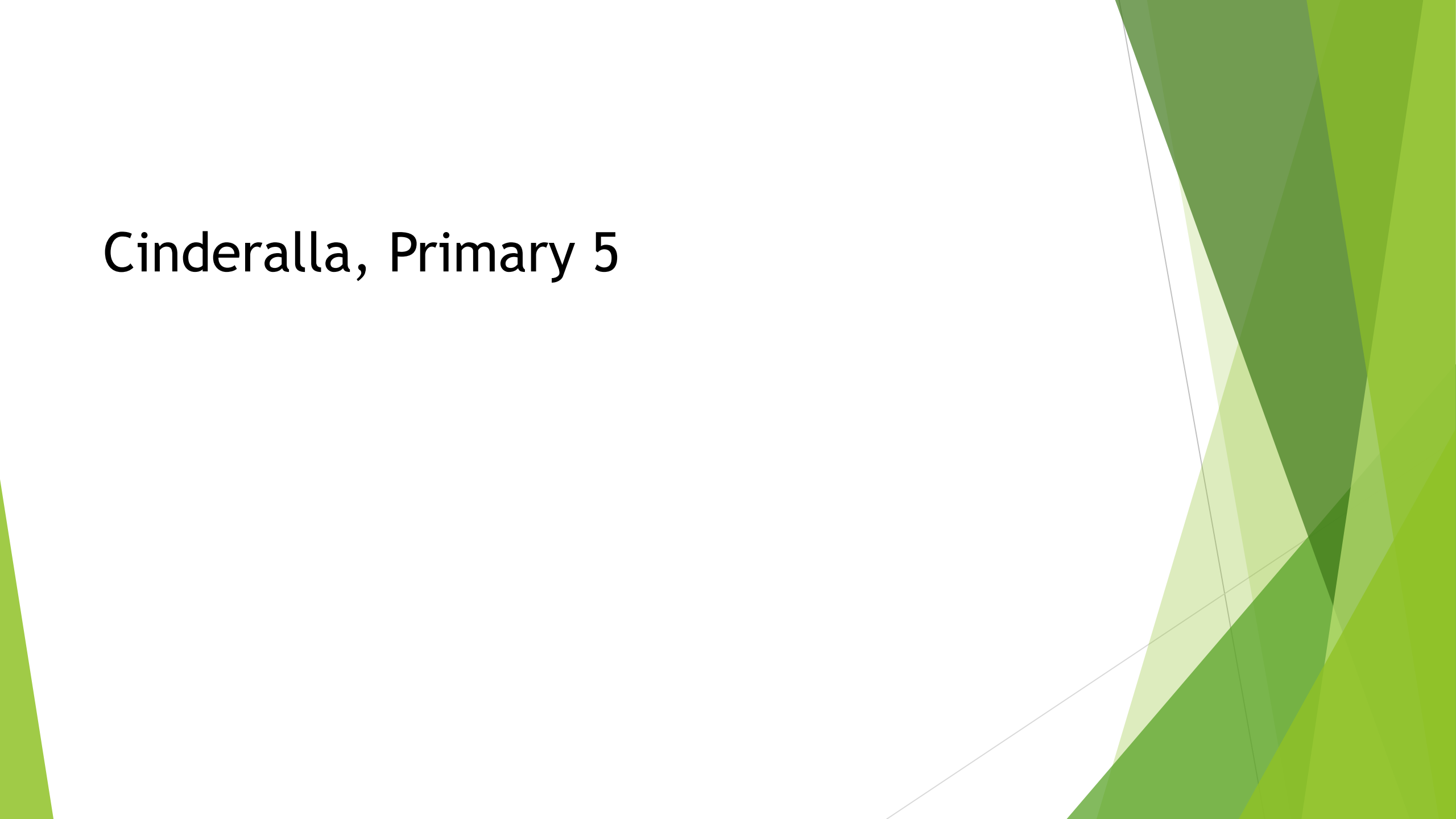
3. Teaching Staff

26 teachers (6 levels X 2 = 12
classes)

4. Background of Students

Socio-economic status: Low (SEN,
NCS)

Cinderalla, Primary 5



3 The New Cinderella (Part 1)

Chapter start-up activity: Describing appearance → p.175

Reading Pre-reading activity: Recalling the original Cinderella → p.176

Do you know the popular fairy tale *Cinderella*? Read this play. How is it different from the *Cinderella* story you know?

*A fairy tale is a children's story in which magical things can happen.

Characters — A list of people in the play

- Cinderella (not his real name) — a poor boy
- Chris and Paul — Cinderella's rich step-brothers
- 'Princess' Peach — a very rich girl
- Fairy Godmother
- Party guests

Act 1 Scene 1: In the hallway of a large house

Cinderella, dressed in dirty old clothes, is sweeping the floor. Enter Chris and Paul, laughing.

Chris : Goodbye, Cinderella! We're going to 'Princess' Peach's castle.
Paul : See you! Don't forget to do the ironing before we get back.

Exit Chris and Paul.

Cinderella: (sadly) My step-brothers always make me do housework. They call me Cinderella, like the girl in the fairy tale. Today they're going to a pool party without me. I'm all alone again. Oh, here's their invitation.

He picks up the invitation from the floor and reads it.

Hi Chris and Paul.
Come to the best pool party ever!
Place: Peach Castle, 88 The Peak, Hong Kong
Date: 15th Oct 2010 (Saturday)
Time: 6 p.m. — next morning!
Please reply to peach@rich.com.hk before 10th Oct.
Love,
Peach



Questions for Reading → pp.177-178

Cinderella: In the fairy tale, Cinderella had a fairy godmother. I wish I had one too.

Fairy : That's right. I'm your fairy godmother. You can go to the pool party.

Cinderella: (excitedly) Fantastic! Do I need a pumpkin and some mice? What about glass slippers?

Fairy : Don't be silly! This isn't a fairy tale. Put on this beachwear. My sports car is waiting outside. Let's go!

Both exit quickly.

Act 1 Scene 2: At the pool party

Pop music is playing. People are dancing and chatting.

Enter Cinderella and Fairy Godmother.



What are the needs of the students? What will they be assessed on? What should I focus on/ remove? Do I need to cover all of this material?

Fairy : That's 'Princess' Peach.
Peach : Hello. Would you like to dance?

Cinderella: I, erm, I, well ...

Fairy : Go on ... (whispering in Cinderella's ear)
Have fun, but you must leave before midnight.

Exit Cinderella and 'Princess' Peach dancing.



What do you think happens next?

4 The New Cinderella (Part 2)

Chapter start-up activity: Introducing possessive pronouns → p.185

Reading Pre-reading activity: Story recap game → p.186

This is Act 2 of the play *The New Cinderella*. What can you remember about Act 1? Read the play and find out what happens next.

Questions for Reading → pp.186-187

- Characters**
- Cinderella (not his real name) — a poor boy
 - Chris and Paul — Cinderella's rich step-brothers
 - 'Princess' Peach — a very rich girl
 - Flora — a maid

Act 2 Scene 1: At Peach Castle

Flora is putting some things in a box marked 'Lost Property'.

Peach writes:
FOUND!
Is this your sandal?

Left at Peach Castle on 15th Oct 2010.
Collect your sandal and have dinner with Princess Peach!



Act 2 Scene 2: At Peach Castle

Enter Paul and Chris. Cinderella is behind them with bags.

Chris : Hi, Peach. We were on holiday for two weeks. We just saw your notice at the airport. The sandal is mine.
Paul : No, it's mine!

Peach : (impatiently) Well, whose sandal is it? Let's see if it fits either of you.

Chris and Paul try. It is too small.

Peach : It's not theirs. (to Cinderella) Why don't you try it on?

Paul : It's not his! He's only here today to carry our bags.

Peach : (to Cinderella) Please try it on.

The sandal fits.

Peach : It's yours! You're the boy who danced with me. Why didn't you answer my notice?

Cinderella: Because I'm a poor boy. You don't want to have dinner with a poor boy like me.

Paul : Don't be silly! I'd love to, but I still don't know your name.

Chris : Wang Zi.

Peach : Wang Zi! That's perfect — I've found my prince!

Chris : Arrrry!

Paul : Peach dance away.

— THE END —

Extension activity: 'Hot Seating' → p.188

What would you like to be in this play? Why?

To reply, you can say:

That's a great / fantastic idea!

You're a genius!

Perhaps we can go ...

Maybe we can go ...

How about going ...?

You should sound excited, with your voice going up.

A genius is someone who is very clever. Genius is pronounced /ˈdʒiːniəs/.

On holiday means a period spent travelling for pleasure. Tell pupils that British English speakers usually say holiday, not holidays. Also holiday, not holidays, is used in the phrase come back from my holiday.



Task:



- ▶ Students describe Cinderella and her sisters with at least two positive adjectives or two negative adjectives.
- ▶ They need to support the descriptions with evidence from the text.
- ▶ Peer editing (Assessment As Learning).
- ▶ Students' work was displayed and feedback given by the teacher.

When learning activities relate directly to learning objectives and assessments accurately measure what students are learning, it is easier to hit your targets.

Do you know the following adjectives?

If you know the word, put a "✓". If you are not sure about the word, put a "?".

If you don't know the word, put a "0" in the box.

No.	Word	✓ or ?" or "0"	Positive 	Negative 
1	caring			
2	good-looking			
3	hard-working			
4	creative			
5	attentive			
6	brave			
7	calm			
8	fit			
9	patient			
10	strong			
11	boring			
12	greedy			
13	silly			
14	cruel			
15	proud			
16	selfish			
17	dishonest			
18	honest			
19	ugly			

Needs analysis

Helps design focused lessons

Through co-planning and sharing, the local English teachers (LETs) would share the results/data with me, then we used that data to identify strengths and weakness so we could adapt the text in a more appropriate and relevant context.

Vocabulary Inventory Assessment for Learning

Cinderella

I always help do the housework from day to night. My sisters make me do ALL of the housework. I like to help, but sometimes it is too much.

I always have good manners, I smile to everyone.

I always share my food with small wounded animals.

I never tell lies. I am nice to my sisters but they laugh at me all the time and often lock me in the room. However, I don't hate them. They are my sisters.

Reading Text:

Ugly sisters

We hate Cinderella. We get her to do all the dirty jobs in the house so no one will like her. Even the simple thing we cannot do it well. We only spend our time trying to make ourselves look pretty like Cinderella.

We always tell lies and tell Cinderella she is ugly though. We like to make Cinderella unhappy. It's not fair that people say only Cinderella is beautiful and not us.

We always try and think of new tricks to play on Cinderella. She doesn't deserve to have sisters as great as us. We want everything.

While-Reading Task

- ▶ Students will be able to:
 - scan for specific information*
 - identify details to support an idea*(Reading Strategies)
- ▶ complete a character profile which describes the character with supporting evidence
(Transfer what have been learnt in pre-lesson task)

Assessment as Learning

- Pair-work
- Peer checking

Students become active participants in their own assessment.

- Self-assessment develops a sense of ownership and allows students to take charge of their learning, through which they can take active steps to modify their learning goals and improve their learning.

Differentiated assessment changes the traditional model of student learning.

Figure 3.1
Traditional Assessment Pyramid

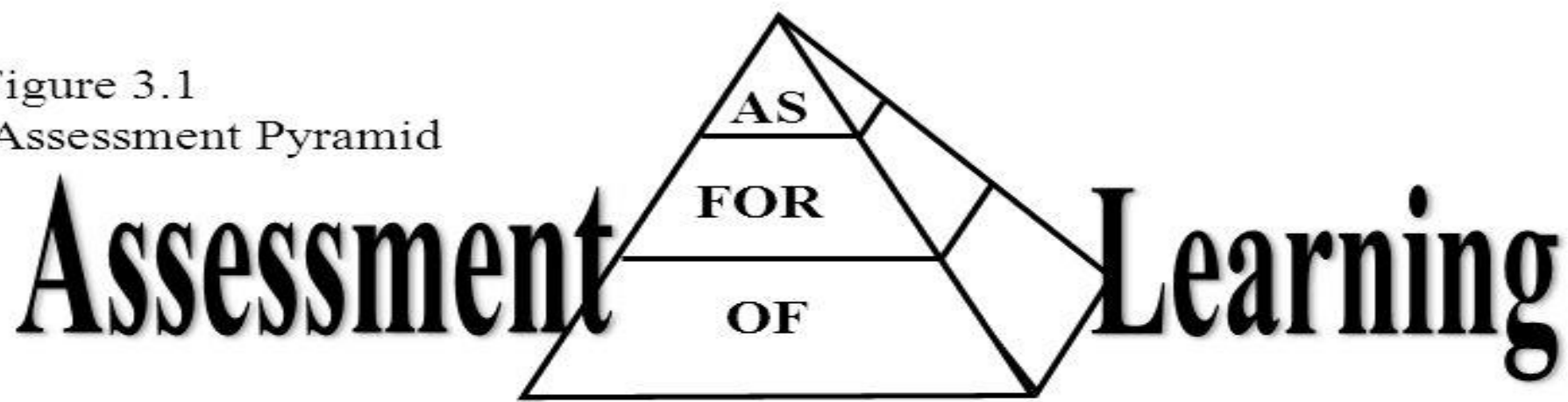
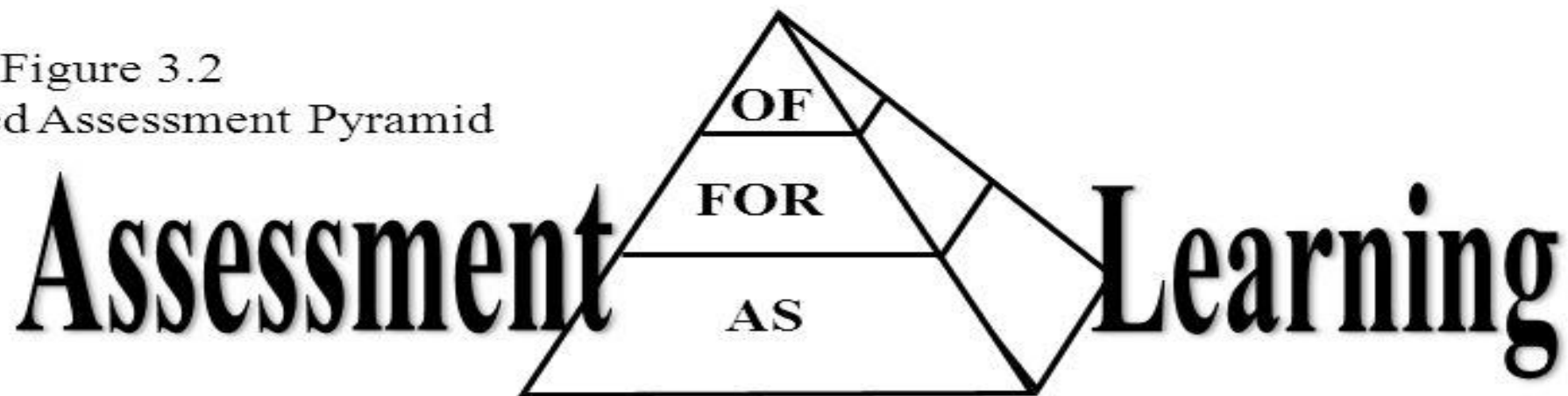
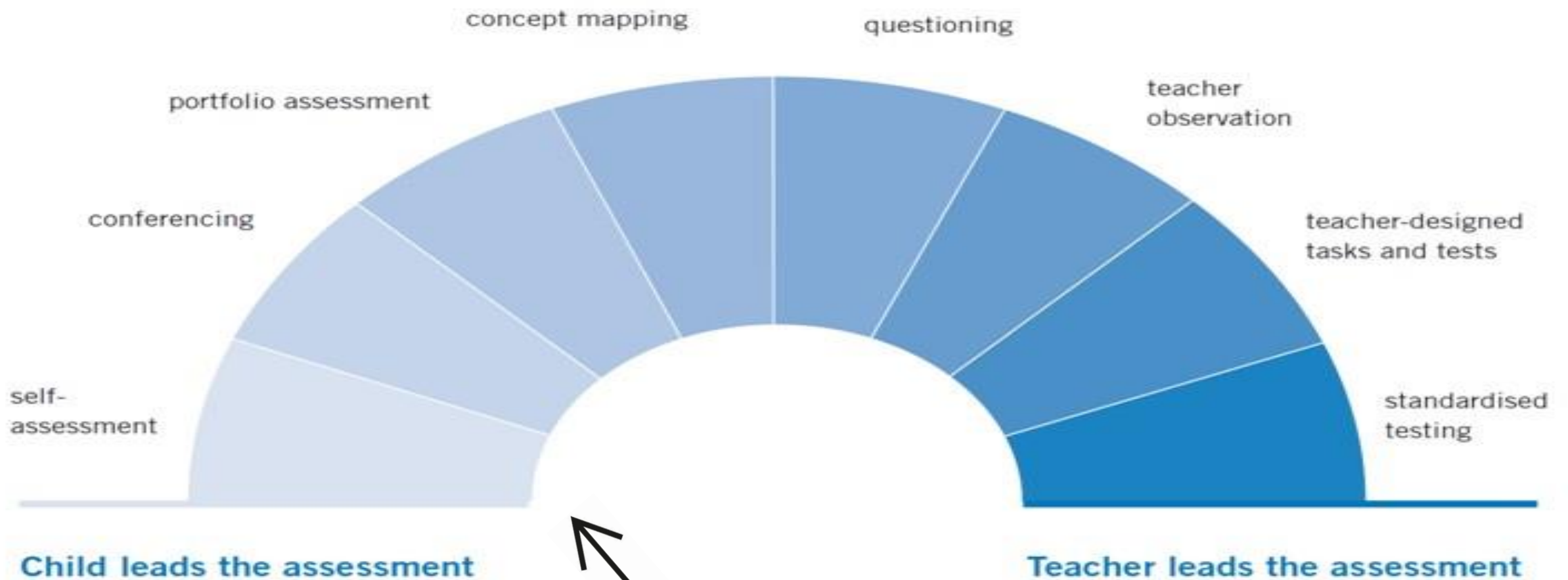


Figure 3.2
Reconfigured Assessment Pyramid





Through developing assessment capable students, teachers can help students develop **autonomy** and **self-regulation**, which are skills increasingly needed for the globalized world.

Book report:

CHARLIE AND THE CHOCOLATE FACTORY

by

ROALD DAHL

Reading

Have you ever read or seen *Charlie and the Chocolate Factory*? What is it about? Did you like it? Read the book report and find out what Jason thinks.

Book report

By Jason Smith (8A)

Title: *Charlie and the Chocolate Factory*

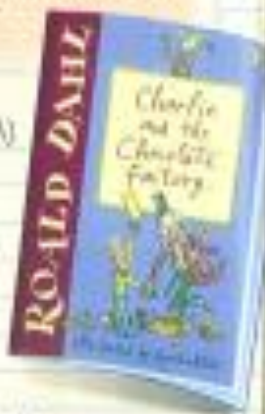
Author: Roald Dahl

Why did you choose this book?

I chose this book because I love Roald Dahl's stories.

What is the book about?

The book is about a little boy who loves eating chocolate bars. His name is Charlie. Charlie lives near a huge chocolate factory which belongs to a strange man called Willy Wonka. Charlie and four other lucky children win a tour of the factory with Willy Wonka. However some strange things happen to the children during their adventure.



Augustus is the first child who has an 'accident'. He is greedy. In the chocolate room, he drinks from the chocolate river. He falls into the river and disappears.

The next one to get into trouble is Violet. She is a proud girl who does not listen to people's advice. In the inventing room, Mr Wonka shows the children his latest chewing gum. He tells them that it is not ready to eat but Violet ignores him. She turns into a blueberry balloon!



Questions for Reading

In the television-chocolate room, there is a camera and a screen on it. What do you think the screen will show? Will the children see what is happening in the TV room?

Veruca is a spoilt girl who does not listen to Mr Wonka either. In the nut room, there are a lot of squirrels. Veruca tries to take one of them but they take her away instead.



Finally, the children go to the television-chocolate room which has a big camera and a special TV. Mr Wonka tells them not to go near the camera but Mike is naughty.

What happens to him? He shrinks until he is only 25 centimetres tall.

30

In the end, Mr Wonka gives a very special prize to Charlie - the keys to the chocolate factory.



What did you like / dislike about the book?

I thought the plot was very exciting. I was amused because the characters were funny. My favourite character was Mr Wonka because his inventions were very interesting.

What would you do if you were the characters?

If I were Charlie, I would invite other children to visit the factory.

If I were Mr Wonka, I would make an ice cream which tastes of popcorn.

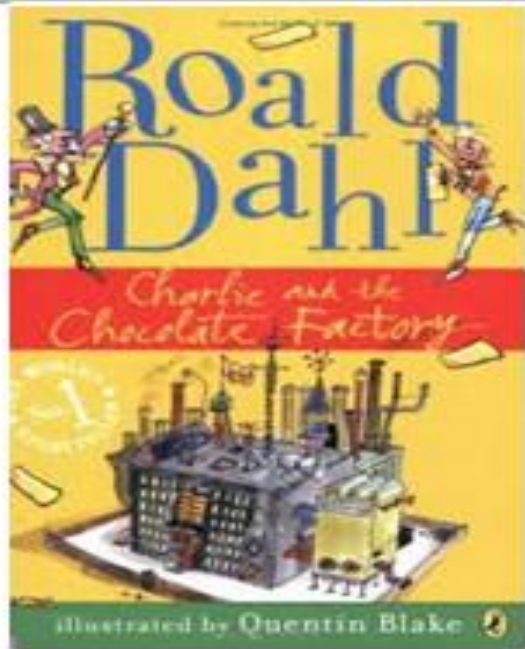


Do you like reading? What kinds of books do you like to read?

What do you think Charlie says when he gets the special prize? When you are happy or very pleased about something, you can say:



-When assessment is aligned with instruction, both students and teachers benefit.



For more able students

Charlie & book

The book is about a little boy who loves eating chocolate bars. His name is Charlie. He is a kind boy who wants to help his family and does not complain even though he comes from a poor background. He shares his only chocolate bar, which he gets once a year, with his family.

Charlie lives in a very small house, which is near a huge chocolate factory, which belongs to a strange man called Willy Wonka. Quilt, and four other lucky children, who win golden tickets, to go off to the factory, with Willy Wonka. However, some strange things happen to the children during their adventure, which is because of their bad behavior. However, Charlie is courageous because he faces the challenges and problems of the factory and his life, very bravely. He is polite, honest and respectful unlike the other children. Because of Charlie's excellent behavior, Mr. Wonka rewards Charlie at the end of the tour of by giving him the factory.



Augustus

Augustus is the first child who goes on 'adventure'. He is greedy and opportunistic. He is a chubby who weighs over 70 kilos. He does not share any food and seems to eat for himself. He is always hungry and has terrible eating habits with very little self-control. He cannot stop himself from eating which means he often has food all over his face.

The tour of the factory is not so exciting for Augustus. For him, it is just another chance to eat his favorite food. He does not seem to give Charlie any of his chocolate even though he has so much. In the chocolate room, he cannot control himself and he drinks from the chocolate river which is huge. He only likes to eat his stomach and not the people who are trying to help him. He drinks too much chocolate so he falls into the river and drowns.



Violet

The next child who gets into trouble is Violet. She is a proud girl who does not listen to people's advice. She is very disabled and she is very disabled. She is a girl who is very disabled and she is very disabled. She is a girl who is very disabled and she is very disabled. She is a girl who is very disabled and she is very disabled.

She is very competitive as she always wants to win and calls other people 'losers'. She has won medals at the chewing gum competitions and for many other things. In the inventing room, Mr. Wonka shows the children his latest chewing gum which tastes of different food. He tells them that it is not ready to eat but Violet ignores him. She thinks she knows best and is never wrong. However, she is wrong and so she turns into a blueberry balloon which is enormous.



Venusa

Venusa is a spoiled and greedy girl who does not listen to Mr. Wonka. She is a spoiled and greedy girl who does not listen to Mr. Wonka. She is a spoiled and greedy girl who does not listen to Mr. Wonka. She is a spoiled and greedy girl who does not listen to Mr. Wonka.

She wanted a golden ticket so her father bought many, many chocolate bars, which cost lots of money, compared to Charlie who only gets one chocolate bar a year. She has no manners and does not say please or thank you. She has no respect for anyone who she meets or anything which she owns. In the nut room, there are a lot of squirrels. She thinks everything which appears to belong to her, so she jumps on to take one of the squirrels but they take her away instead. She failed Mr. Wonka's test because she was badly behaved and ungrateful.



Mike

Mike Sneyd, is a boy who does nothing but watch television, is another Golden Ticket winner. When he is not watching TV, he is always talking about TV, which is his main happiness in life. He likes TV more than he likes people or chocolate. He seems to enjoy the tour of the factory which he compares to a TV adventure program.

Finally the children go to the television chocolate room which has a big camera and a special TV. Mr. Wonka tells them not to go near the camera but Mike is naughty and ignores him. What happens to him? He shrinks until he is only 15cm tall. However, Mike is happy because he is inside the television, which he thinks is great. Like Augustus who likes food too much, Mike loves TV too much. This is also unhealthy.



NET teacher helped to rewrite the reading text

Charlie & book .:

The book is about a little boy who loves eating chocolate bars. His name is Charlie. He is a kind boy who wants to help his family. He shares his only chocolate bar with his family.

Charlie lives in a very small house, which is near a huge chocolate factory, which he belongs to a strange man called Willy Wonka. Charlie and four other lucky children, who win a golden ticket, a tour of the factory. However, some strange things happen to the children during their adventure. Charlie is very brave because he faces the challenges and problems of the factory and his life bravely. He is polite and honest. Mr. Wonka rewards Charlie by giving him the factory.



Augustus

Augustus is greedy and unhealthy. He does not share any food and eats it all himself. He is always hungry and he can't stop eating his food. He cannot stop himself from eating which means he often has food all over his face.

He does not want to give Charlie any of his chocolate even though he has so much. In the chocolate room, he drinks from the chocolate river which is huge. He drinks too much chocolate so he falls into the river and dies there.



For less able students

Violet .:

The next child who gets into trouble is violet. She is a proud girl who does not listen to people's advice or follow the rules of the factory. She is talkative and so talks too much and always thinks she is right. This gets her into trouble as she has an arrogant attitude which people dislike.

She is very competitive as she always wants to win and calls other people 'losers'. In the inventing room, Mr. Wonka tells them that it is not ready to eat but Violet ignores him. She thinks she knows best and is never wrong. However, she is wrong and so she turns into a blueberry balloon which is enormous.



While-Reading Task

- ▶ Students will be able to:
 - scan for specific information*
 - identify details to support an idea*(Reading Strategies)
- ▶ complete a character profile which describes the character with supporting evidence
(Transfer what have been learnt in pre-lesson task)

Character's Name

What is the
character's
personality?

What does
the character
look like?



What does the
character do?

What is the character's personality?

What is the character's personality?
Evil
Wicked
Mean

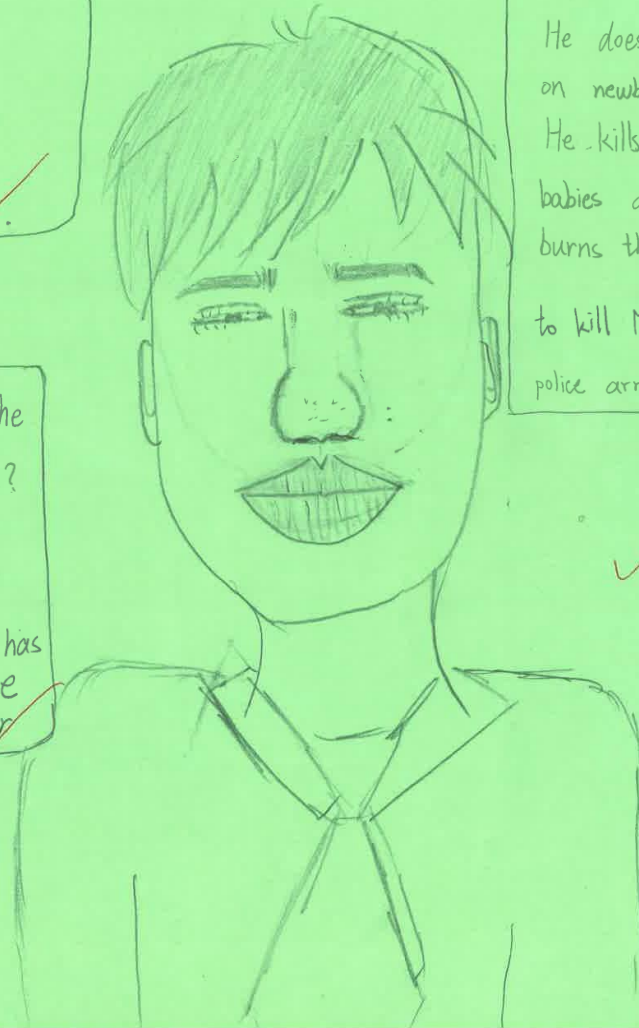
What does the character look like?

What does the character look like?
He has small eyes, big nose and a big mouth. He has a long face. He has grey hair

Character Profile
John

What does the character do?

What does the character do?
He does experiments on newborn babies. He kills a lot of babies and then burns them. He tries to kill Max. The police arrests him.



Student Work Sample

Word count
240

Scene

Max:

Max has a big nose, a small mouth and a pair of big brown eyes. He is a very tall guy. He has short beard which makes him look like a young and handsome guy. Besides, his round-shaped face really stands out.

Max is a veteran. He is a good police officer who has joined the department since he was 18. He puts the needy people as his number one priority. He is very helpful and kind. His intelligence is beyond imagination. He sneaks into a scientist's lab who is attempting to inject illegal medicine into newborn babies. He records everything as an evidence.

Finally, he reveals the evidence to the government and then John goes into a jail.

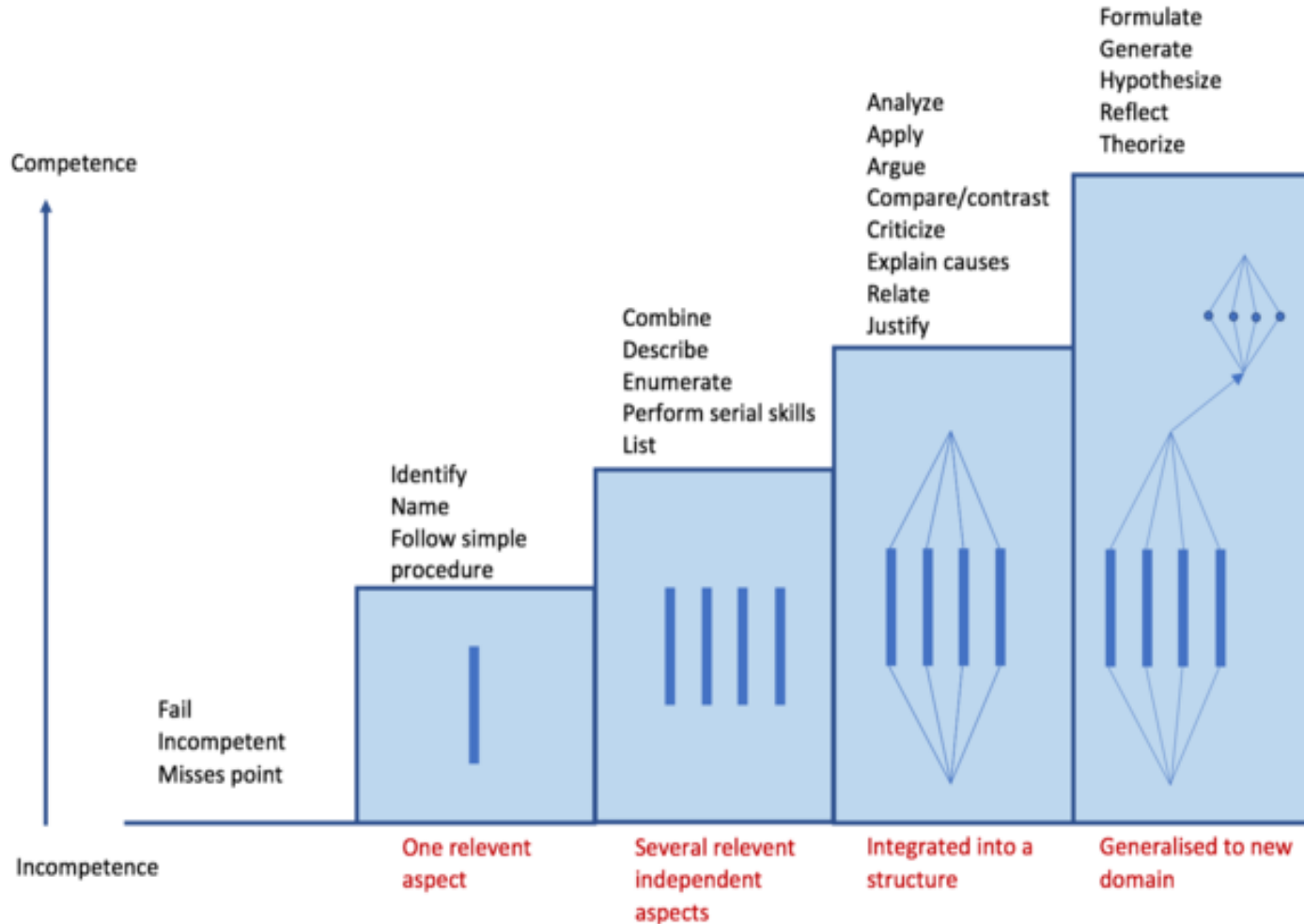
John:

John has a pair of tiny eyes, a big nose and a big mouth. He is famous for his long face. He is very short with tiny legs and arms. He has grey hair.

John is an evil and wicked scientist who does experiments on newborn babies. He injects illegal medicine into newborn babies and if they die then he would burn them. The doctors never know what happened. Then, he would put the babies in the trash. He is very mean too. He doesn't even respect his own father. He tries to kill him!

In the end, Max arrests him because he injected illegal medicine into babies and burned them. He also tried to kill his own father.

Teach students to self-assess and promote self-reflection. Effective feedback is essential.



This is where feedback becomes part of assessment for learning.

Ineffective feedback:

- “Good effort”
- “Well done”
- “B+ or 64%”

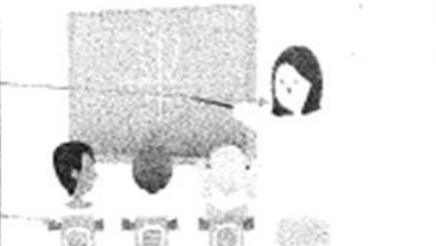






More effective feedback:

- “Your work is clear and engaging. Please provide at least two details from the text to support your idea.”
- “This is good, but how could you make it great”
- “Can you add a sentence stretcher anywhere?”

SOLO taxonomy can be taught to students such that they can learn to write progressively more difficult answers or prompts.

Assessment for learning: Cater for learner diversity Multi-sensory learning

Irregular verbs rap

1.	
You teach (taught, taught):	
I learn (learnt, learnt):	
I speak (spoke, spoken)	
And write (wrote, written).	
2	
I don't sleep (slept, slept).	
I do (did, done)	
The work you give (gave, given)	
I sing (sang, sung).	

3	
I say (said, said).	
Words I know (knew, known).	
I keep (kept, kept)	
Learning English on my own.	
4.	
I don't fight (fought, fought).	
I don't spit (spat, spat) .	
I sit (sat, sat)	
So I hear (heard, heard) you.	



Another Unlucky Day



The man thought about what he needed to do. "I have **fed** the cat," he said. "I have **brought** the table and chairs inside because of the coming typhoon. So many of them have **broken** already. I have **shaken** the windows to check they are safe. I have **put** some tape on them to make sure, but I should have **gone** to the shop to buy some more."

The man wondered about what to do with his cat. It did not like to be on its own. "My cat has **come** to the shop with me before, it can come again," he thought to himself.



The man started to get ready to go to the shop but was very tired. "I should have **slept** before because I am too tired to go to the shops now. Maybe I could have a quick nap."



However, there was a fly in the air, so he could not sleep. "It has **flown** in through the window, so I must close it to stop more flies coming in as this is the sixth fly I have **caught** today," he shouted. This one was fast. "I have **beaten** five of your friends today, now it's your turn," he screamed. He climbed on to on sofa but was scared.

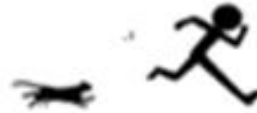


"I have **fallen** off this sofa before", he said to himself, so he got down and decided to let the fly go and set off to the shop instead. He looked at the sky, then at his watch. The storm was coming. "I must be quick. I have **run** to the shop before, so I will have to do that again," he said.



In the shop, he went to give the cashier some money for the tape.

"You have **given** me too much money," the shopkeeper said. Just then, a robber came in could have **taken** it, but the man dropped the money on the floor. He bent down to get it but then the robber managed to snatch it and run away.



"I should have **held** on to the money," he angrily thought to himself. He looked at his cat, "you could have **bitten** the robber, I have **fought** many times but I could have done with your help." The cat meowed and looked away.



It started raining heavily outside now and there was so much rain that the man and his cat had to wait in the shop for many hours. Frustrated, he said, "we should have **swum** home. Now I can't put the tape on my windows. Oh no! I have **hung** out my clothes to dry. They will probably have blown away now." He crossed his fingers and hoped everything would be ok in his flat.

Alignment of learning and assessment

- Students are more likely to learn because instruction is focused and because they are assessed on what they are taught.
- Teachers are also able to focus, making the best use of their time.
- Because assessment involves real learning, they can integrate assessment into daily instruction and classroom activities

Raises expectations of students and increases their confidence, efficacy and autonomy.

On going cycle that merges learning with assessment. All stakeholders learn the value of assessment.

Promotes the use of learning life long skills which are vital not only for our students, but also the teachers.

Assessment Tool & Design

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the slide, creating a modern, layered effect. A thin, light-colored line also runs diagonally across the lower right portion of the image.

Phase 2

17-18 2nd Term

- Improve assessment tools and designs
- New assessment modes and question formats leads to faster changes in teaching strategies

A framework is provided for analyzing question difficulty levels, content validity and construct validity to enhance teachers' assessment literacy.

The number of students

Marks Distribution of Class 4A & 4B in each section														
No. of students getting:		A	B	C	D	E	F	G	H	I	J	K	L	M
Full Marks of each section		10	6	6	7	6	8	8	8	6	6	4	10	15
Full Marks	4A	0	9											
	4B	6	18											
Fail	4A	9	3											
	4B	7	1											
Zero Mark	4A	4	2	8									7	
	4B	2	1	6									8	
Passing Rate	4A	48%												
	4B	63%												

What does this indicate?

Post-test evaluation & analysis

2017-2018 1st Term General English Examination

P. 4 Name: _____ () Date: _____

A. Read the information and choose the suitable words to write sentences about the life 60 years ago using "nobody" or "everybody". (10%@2%)

the theme park,	Chinese checkers,	books,	TV games,
the shopping centre,	the market,	mobile phones,	hopsotch.

1. Everybody bought food in the market 60 years ago.

2. Nobody went to the theme park. 60 years ago.

3. Everybody played Chinese checkers. 60 years ago.

4. Nobody played TV games 60 years ago.

5. Everybody read books 60 years ago.

6. Nobody had mobile phones 60 years ago.

LOW: Failed to understand the instructions. V. weak in Vocab. Direct Copying.
Purpose: everybody, nobody, or sentence making?

4. Everybody bought food in the market 60 years ago.

3. Everybody bought food in the market 60 years ago.

4. Everybody bought food in TV games 60 years ago.

5. Everybody food in books 60 years ago.

6. Everybody food in mobile phones 60 years ago.

Mid:

1. Everybody bought food in the market 60 years ago. Time phrases, in... ago.

2. Nobody played the theme park 60 years ago.

3. Everybody played Chinese checkers 60 years ago.

4. Nobody played TV games 60 years ago.

5. Everybody read books 60 years ago.

6. Nobody played mobile phones 60 years ago.

MID: Collocation-read books, watch TV.

1. Everybody played Chinese checkers 60 years ago.

2. Everybody looked books 60 years ago.

3. Nobody had mobile phones 60 years ago.

High: Collocation, Past tense-verb.

2. Nobody went to the theme park 60 years ago.

3. Everybody play the Chinese checkers 60 years ago.

4. Nobody play the TV games 60 years ago.

Analyze students' answers to locate weaknesses and difficulties

Weaknesses shown in the test

- i) Limited Vocabulary
- ii) Unable to spell the words
- iii) Lack English word awareness

1. The ferry is longer than the bus.

MTR is the longest.

MTR is the fastest.

bus is faster than the ferry.

price of taking the MTR is cheaper than taking the bus.

price of taking the ferry is the cheapest.

bus is the most popular.

ferry is more popular than the MTR.

weak-3% passing rate(4A) 4B-62%--Reason.

le-Concept on comparison

MTR the fastest.

bus is faster than the ferry.

price of taking the MTR good taking the bus.

price of taking the ferry better.

bus most expensive.

ferry is more expensive MTR.

MTR more expensive the ferry.

price of taking the MTR dear taking the bus.

price of taking the ferry the most expensive.

the most popular.

8. The ferry is popularly the MTR.

Evidence shown on test paper

- i) Wrongly spelt words were found in sections with target words given
- ii) Worse performance found in sections with words provided.
- iii) Not enough words written in the writing ask.
- iv) Failed to comprehend the reading text.



- i) Improve questions types and modes
- ii) Redefine text content

Assessment FOR Learning

Original Exam Paper cover sheet

Items Assessed		Parts	Weighing	Total
Reading Comprehension (2 Parts)		G	8	18
		H	10	
Chapter	Language Form & Language Use			
1	Adv of frequency & vocab items	A	8	
1-4	Prepositions	B	6	
1-4	Question words	C	5	67
1-4	Tenses ¹⁵	D	9	
2	Comparative adjectives (+er)	E	5	
1	Gerund	F	6	
3	Comparative & Superlative adjectives (+more / most)	I	8	
4	Comparative & Superlative adjectives (better, best / worse, worst)	J	5	
1-4 KIP	Proofreading	K	10	
KIP	Vocab items	L	5	
Writing Chapter 1-2		M	15	

Optimized version

Create a more detailed blueprint of the assessment

Test Paper Analysis			SSP 2017-2018	Assessment Date: 21/3/2018							
No.	Chapter	Section	Item Assessed	Thinking skills	Skills Assessed	Format	Weighting	Easy	Average	Challenging	Remarks
1	7(4A)	A	Vocabulary (TV programme)	Remembering	Word meaning spellings (? Words not given)	Blank filling	8		8		All words found in later sessions
2	7(4A)	B	Adjectives	Remembering	Word meaning spellings (? Words not given)	Blank filling	8	4	4		teaching, informative and in later sessions
3	2	C	instructions & directions	Remembering	Giving directions Verb + prepositions	Blank filling	5		5		10 prepositions given
4	7(4A)	D	Linking words	Understanding	Intrepreting data sentence making	Sentence Making	9			9	4 different types of sentences
5	1,2	E	Question Words	Remembering	Identifying info	Blank filling	6	6			
6	1	F	Simple Future Tense	Remembering	Recognizing and identifying the right form of verbs	Blank filling	6	6			
7	2	G	Vocabulary (Places)	Remembering	Identifying & memorising -spelling	Blank filling	12		12		vocab list? Dict List?
8	7(4A)	H	TV guide	Remembering & understanding	Locating specific info & identifying, interpreting	MC	10	8	2		
9	1,2	I	Magazine article	Remembering	Locating specific info	Short answers	8		8		Leave-able-short answer -Ok
10	1	J	Tenses (Mix)	Remembering & understanding	Recognizing, identifying the right form of verbs	Blank filling	12		10	2	Future Tense (4-6)=10
11	1	K	Replying an email	Application	Interpreting instructions & applying writing skills and acquired knowledge in Unit 1	letter writing / paragraph writing	16	4	6	6	
Sub-total							100	28	55	17	

NOT only testing students' remembering

Distribution of marks → cater for learners diversity

Amendments in Assessment design

Blank filling with options given

Version 1

G. Paul is reading some riddles about places. Match the answers to the riddles. ↓
Fill in the blanks with the letters. (6% @ 1%) ↵

A. ↵	a convenience store ↵	↵
C ↵	a fire station ↵	↵
E ↵	a bakery ↵	↵
G ↵	a news-stand ↵	↵

B ↵	a post office ↵	↵
D ↵	a clinic ↵	↵
F ↵	a bank ↵	↵
H ↵	a library ↵	↵

- ↵
1. You need me when there is a fire.
 2. I sell daily necessities. I open 24 hours a day.
 3. I sell bread and cakes. I open very early in the morning.
 4. You will visit me when you get sick.
 5. I have a lot of books for you to borrow.
 6. You can get money from me.
 7. I get letters and parcels. I sell stamps too.

_____ C ↵ ↵
_____ A ↵ ↵
_____ E ↵ ↵
_____ D ↵ ↵
_____ H ↵ ↵
_____ F ↵ ↵
_____ B ↵ ↵

Mainly tested
students'
remembering/
memory

Version 2

Assessment format changed

From 'remembering' to
'understanding'

Students need to read the
context clues and think
about the correct answers

Options are not given

1. I need to go to the 2. post office to buy some stamps.

2. I am not feeling well. I need to go to the 3. clinic to see doctor.

3. I am going to the 4. sports centre to play indoor basketball with John. Do you want to join?

4. Can I go to the 5. bakery and buy some bread? The smell of freshly baked bread is so good.

5. My dad is buying the newspaper at the 6. news stand. Please call his mobile phone.

6. I just got off the train. Let's meet at the 7. MTR station.

Raise expectations in daily dictation.
Alignment of learning content and assessment.
Focused revision on target vocabulary.

DR 2 P.4 Dict (Ch.2)

A. Vocabulary items

1. a post office	2. a news-stand	3. an MTR station
4. a convenience store	5. a sports centre	6. a department store
7. a health and beauty store	8. a clinic	9. a bakery
10. a fire station	11. a bank	12. a church

↵

B. Passage

This competition is a treasure hunt. Follow the clues to find the

Change of teaching mode: Multisensory Teaching Method

More visual
aid resources
to cater for
learner
diversity



Student Work Sample

Association Primary School

General English Worksheet 4- Ch3

Class: P. 4A Name : Philip P237 Date: 9th May 18

Write your riddle.

I am purple. (colour)

I am smaller than an apple. (size / shape)

I am round and sweet. (texture / taste)

I start with letter g.

What am I?

Answer: grape

H. Read the riddles and write the names of food. (8% @2%)

1. I am small and red.
I am rough.
I am sweet.
You see me in Summer.
What am I?

(lychee)

2. I am red and smooth.
I am smaller than an apple.
I am sweet.
What am I?

(cherry)

3. We are small.
We are smooth.
We are purple.
We are sweet or sour.
What are we?

(grapes)

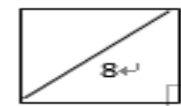
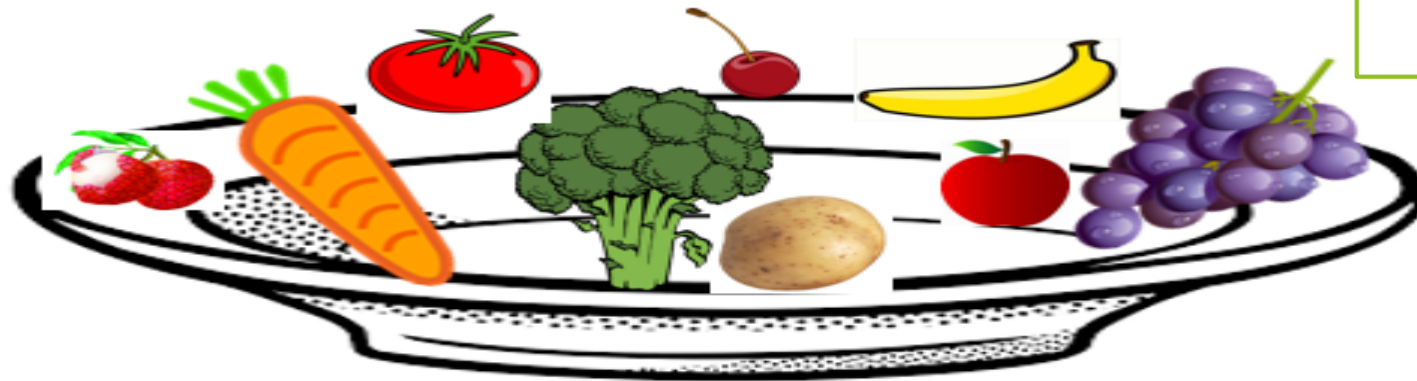
4. I am rough and brown.
I am bigger than a tomato.
I am bland.
I am a vegetable.
What am I?

(potato)

5. I am orange.
I have green hair.
I am long and thin.
I am a vegetable.
What am I?

(carrot)

Final Examination
Section on Vocabulary
Alignment of learning and
assessment



Phase 3

18-19 1st Term

Continue to refine the present assessment policies and explore classroom assessment.

Class: P. 5 ___ Name : _____ () Date: _____

A. Tommy learned some verbs from the story, 'When Barney went to the Vet'. Help him change the verbs into past tense. (10% @2%)

Present tense	Past tense
bark	barked
see	saw
wag	wagged
startle	startled
put	put
come	came

More focused on drilling format

E. It is Tommy's birthday party tomorrow. His mother is going to get everything ready for it. Complete her diary using the past participle (p.p.) of each given verb. (5% @1%)

8 October 2015

Cloudy

It is my birthday today. I have been (be) so happy for a week because all my friends are going to come to my birthday party today. My younger sister has made (make) a nice big birthday card for me. My older brother has drawn (draw) me a beautiful picture. My father has bought (buy) me a robot. My mother has gone (gone) to the supermarket to buy a lot of food for the party. However, my baby brother has not helped (not help) with anything.

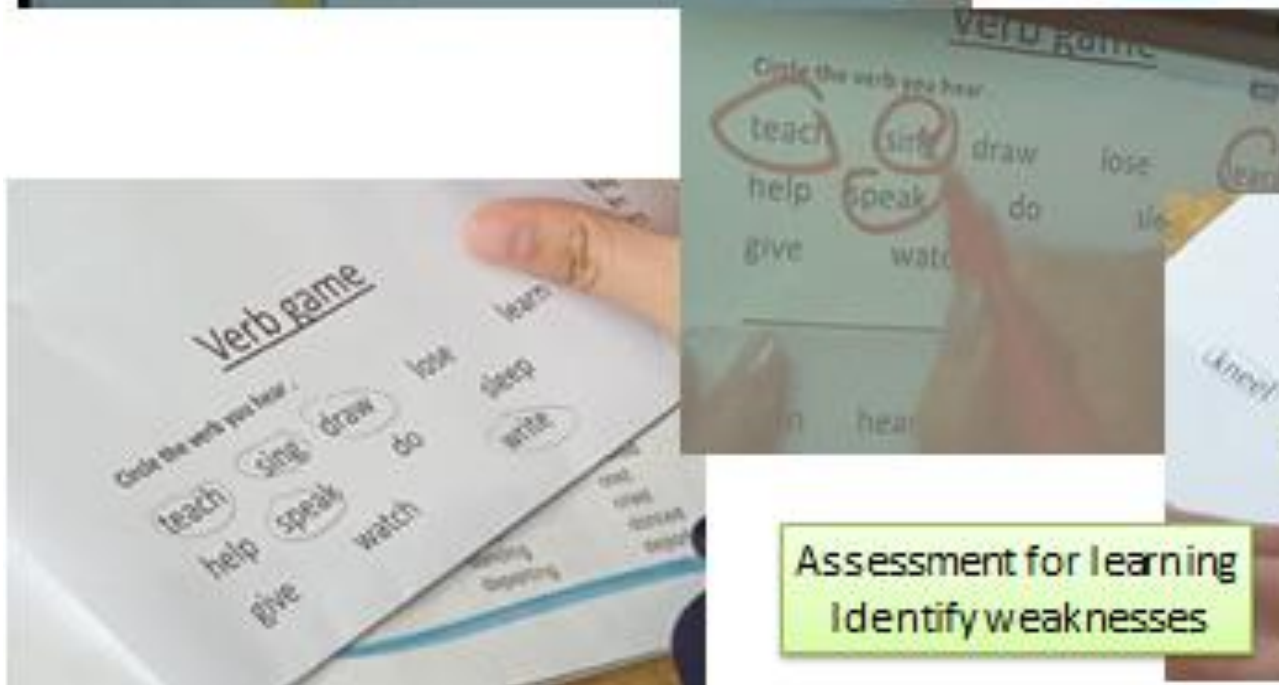
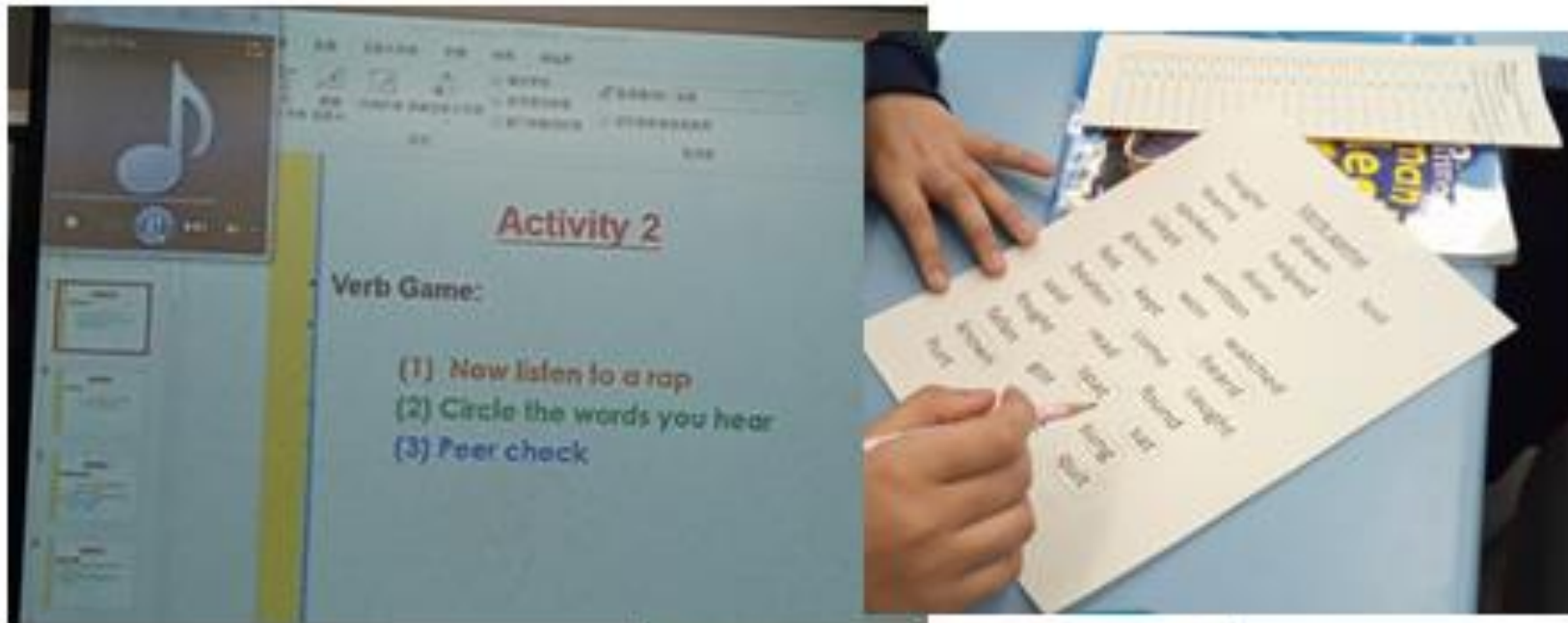
Revised version

John (1) was (be) only two years old when he first (2) came (come) to Hong Kong. He (3) has lived (live) in Hong Kong for twenty years . John (4) is (be) a writer.

Testing students' Understanding & Application

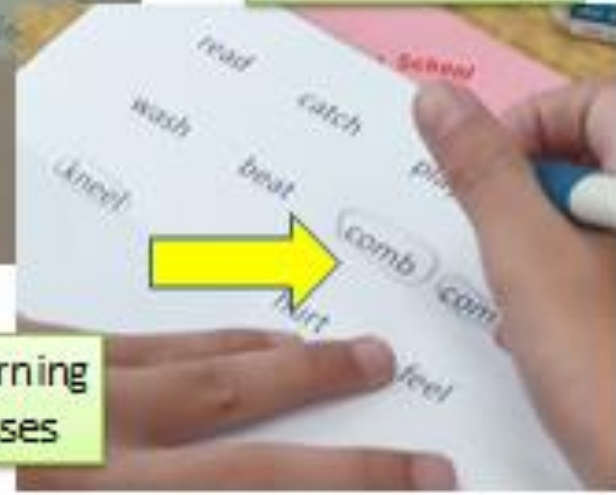
Last week, his son, David, (5) fought (fight) with his classmates. John said to his son, 'Be a good kid! You should (6) not fight (not fight) with your classmates.' David promised that he will behave well at school in the future.

Tailor-made teaching materials

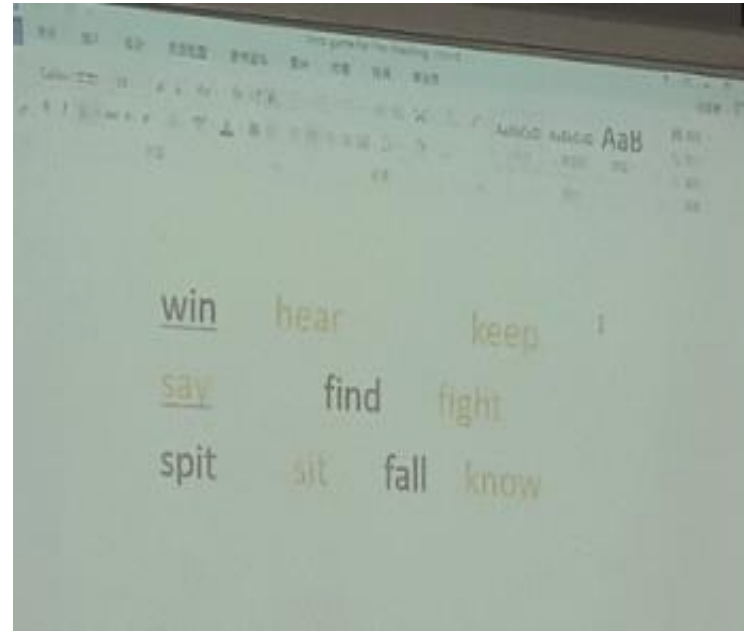


What difficulties is the SS facing?

Assessment for learning
Identify weaknesses



Game-based learning



Irregular verbs rap

You teach (taught, taught).
I learn (learnt, learnt).
I speak (spoke, spoken)
And write (wrote, written).

I don't sleep (slept, slept).
I sing (sang, sung).
I do (did, done)
The work you give (gave, given).

I say (said, said).
Words I know (knew, known).
I keep (kept, kept)
Learning English on my own.

I don't fight (fought, fought).
I don't spit (spat, spat).
I sit (sat, sat)
So I hear (heard, heard) you.

If I beat (beat, beaten) you,
You come (came, come) here.
You should catch (caught, caught) me.
Make me kneel (kneel, knelt) here.

Come on! Read (read, read).
Don't quit (quit, quit)
English won't hurt (hurt, hurt) me.
It'll be a good friend of me.

Bingo game

Assessment tools

Pen-paper assessment in a fun way
Rap song to improve memory,
boost performance
+ Actions
+ rewriting the lyrics

Keep
students
engaged

Impact on teachers:

1. Better alignment of learning and assessment
2. Raises expectations of students
3. Perceptions of better-quality teaching:
appropriate learning objectives and
tailor-made teaching materials

Impact on students:

1. Student are better engaged in lessons and become more motivated.
2. Assessment AS/ FOR learning helps students reflect on their own learning.
3. Students are more interested in learning English.